



<p>Year: 1 Literacy Shed clip and link: https://www.literacyshed.com/something-fishy.html Clip: Something Fishy</p>	<p>Lesson objective: I am learning to retell the sequence of a narrative.</p> <p>Lesson One</p>		
<p>Resources</p>	<p>1a, 1b, 1c, 1d</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Before starting, ask the children what they think the film will be about. Tell the children the name and show them the thumbnail image. Show the children the film clip 'Something Fishy'. (<i>Pause throughout</i>) Use resource 1a to ask the children questions. Allow children time to discuss their initial responses.</p>		
<p>Lesson Input</p>	<p>Explain to the children that they will be working towards retelling the story in writing. They need to be able to remember the order of events. Ask the children to tell their talk partner what happened in the story – replay the film if necessary. Listen for good examples and children who can remember the order of events. E.g. First, a young lady is sitting quietly in a launderette. She is doing her washing when she notices something strange. Then, she looks inside the machine and sees her that her clothes have come to life etc. Encourage the use of sequencing vocabulary (time conjunctions). Ask some partners to share their discussion with the rest of the class. Story map the events on a flipchart to serve as a reminder.</p> <p>Put the children into small groups (3or 4). Explain that they will be acting out the story – one member will be the young lady, one the shark and the others will play the creatures seen along the way. Allow children time to act out the story. Look for good examples – ask some groups to act out their stories in front of the class. Ask the groups to pause at times and ask the rest of the class what is happening in the scene. (Scaffold drama first if necessary).</p> <p>Show the children resource 1b. Explain that the children will be reading the sentences, cutting out the strips and sticking them in the correct order.</p>		
<p>Independent</p>	<p>Simplify With support, children can cut out and order the events of the story. Children can attempt to orally rehearse the story.</p> <p style="text-align: right;">Resource 1b</p>	<p>Expect Children can cut out and order the events of the story. Children can orally rehearse the story. Can children think of different phrases to the ones highlighted?</p> <p style="text-align: right;">Resource 1b/c</p>	<p>Extend Children can order the events of the story. Children can orally rehearse the story and write in full sentences to retell the story. Children use sequencing vocabulary.</p> <p style="text-align: right;">Resource 1d</p>
<p>Plenary</p>	<p>Together look at the sequencing vocabulary used and gathered together. Fill out resource 1c together and stick it on the working wall.</p>		
<p>Further Teaching Points</p>	<p>Recap the structure of a story – beginning, build up, climax and resolution. Can the children identify these features in the story of 'Something Fishy'?</p>		

<p>Year: 1 Literacy Shed clip and link: https://www.literacyshed.com/something-fishy.html Clip: Something Fishy</p>	<p>Lesson objective: I am learning to use adjectives to describe a noun.</p>  <p>Lesson Two</p>		
<p>Resources</p>	<p>2a, 2b, 2c, 2d</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Replay the film ‘Something Fishy’ and remind the children of the work completed yesterday.</p> <p>Ask the children if anybody knows what an adjective is? Can anybody give an example of an adjective? Why do we use adjectives? Children talk with their partner. Gather children’s responses. Draw out that we use adjectives to add more detail or to describe things (nouns). Examples could be the <i>blue</i> sea. The <i>stripy</i> fish etc.</p> <p>Discuss that adjectives are used to describe the quantity (how many), quality or opinion, size, age, shape, colour, origin, material. <i>Adjectives are listed in this order.</i> Look resource 2a together and have a go at gathering an adjective for each of the aspects listed above. <i>E.g. A beautiful, enormous, ancient, round, golden, gaseous sun.</i> – You may want to simplify this to include just a few adjectives. Explain to the children that although this is the order of adjectives, it is not necessary to use so many. This was just a silly exercise! Repeat with another object in the classroom if required.</p>		
<p>Lesson Input</p> <p>NOTE: It is not yet necessary to accurately use commas to separate adjectives in a list, particularly as this would involve discussion around cumulative and coordinate adjectives.</p>	<p>Explain to the children that they will be using adjectives to describe different things in the film today e.g. the fish, the seaweed, the turtles etc.</p> <p>Pause the film at the given times – 0:55 (fish), 1:10 (octopus), 1:13 (turtles), 1:20 (seaweed), 1:32 (shark). Use these scenes as a visual prompt for gathering vocabulary. Allow children to work together using paper or whiteboards to gather adjectives. Show the children an enlarged version of resource 2b. Explain that, together, you will gather adjectives to describe each of the things listed. Start the film and pause at the first given time. The children must look carefully at the fish and think about appropriate objects to describe them. Remind the children of the adjective list <i>i.e. quantity, quality/opinion, size, age, shape, colour, origin, material.</i> Allow children time to write or discuss their thoughts and then begin to fill out resource 2b together. Challenge <i>some</i> children to think of an adjective to match each of the different types. Repeat with the octopus (1:10).</p> <p>Once children are confident, send them away to complete resource 2c in groups or independently – you will still need to pause the film at the given times.</p>		
<p>Independent</p>	<p>Simplify</p> <p>With support, children can gather some adjectives to describe objects.</p> <p style="text-align: right;">Resource 2c</p>	<p>Expect</p> <p>Children can gather a range of adjectives to describe objects.</p> <p style="text-align: right;">Resource 2c</p>	<p>Extend</p> <p>Children can gather a range of adjectives to describe objects. Children use these adjectives to write noun phrases.</p> <p style="text-align: right;">Resource 2c/d</p>
<p>Plenary</p>	<p>Together look at the adjectives which have been gathered by the different groups. As a class begin to look at using these adjectives to create noun phrases. Talk to the children about the structure of noun phrases – <i>i.e. determiner – adjective(s) in order – noun.</i> A large, stripy fish. Give the children some adjectives to sequence.</p>		
<p>Further Teaching Points</p>	<p>Children bring in a colourful sock from home. Stuff the end with stuffing and tie off with an elastic band or put a knot in the end. Add googly eyes and a smile to create their very own sock fish! Can they describe them?</p>		



<p>Year: 1 Literacy Shed clip and link: https://www.literacyshed.com/something-fishy.html Clip: Something Fishy</p>		<p>Lesson objective: I am learning to punctuate sentences using capital letters and full stops.</p> <p>Lesson Three</p>	
Resources	3a, 3b, 3c, 3d		
Hook into Session/ Opening Activities	<p>Replay the film 'Something Fishy' if necessary.</p> <p>Remind the children of the work completed in previous lessons – sequencing using the correct sequencing vocabulary, gathering adjectives to describe and creating noun phrases.</p> <p>Discuss the use of finger spaces, capital letters and full stops. Why are finger spaces important in our writing? When do we use capital letters? How about full stops?</p> <p>Together look at an enlarged version of resource 3a. Can the children identify any mistakes made in the sentences? Ask children to come up and point out mistakes made or rewrite them on a whiteboard/paper.</p>		
Lesson Input	<p>Explain to the children that they will be writing some of their own sentences today – these need to be correctly punctuated with capital letters and full stops. Encourage children to think about finger spaces too.</p> <p>Children who need scaffolded support will complete the activity shown on resource 3b. <i>After completing the starter, send these children away to complete their activity.</i></p> <p>Keep the rest of the children for further instruction. For those who are ready to write their own sentences. They will be using the story map created in session 1 to write sentences retelling the story. They can also refer back to the activity completed in session 1. For children who have written sentences previously, their challenge will be to include correct punctuation and extra details in the form of expanded noun phrases (completed in session 2). Show the children resource 3c. Together look at the punctuation, pick out the sequencing vocabulary and identify the noun phrases that have been included. Are the sentences in the correct order? Refer to the story map to check. Once children are confident, send them away to complete the activity – resource 3d.</p>		
Independent	<p>Simplify</p> <p>With support, children can identify mistakes made and correctly punctuate sentences using capital letters and full stops.</p> <p style="text-align: right;">Resource 3b</p> <p>As an extension, can they begin to write sentences including noun phrases as a group?</p>	<p>Expect</p> <p>Children can write their own sentences in order correctly punctuating using capital letters and full stops.</p> <p style="text-align: right;">Resource 3d</p>	<p>Extend</p> <p>Children can write their own sentences in order correctly punctuating using capital letters and full stops. Children use sequencing vocabulary and add detail using noun phrases.</p> <p style="text-align: right;">Resource 3d</p>
Plenary	Ask some children to read their sentences out loud to the class. Look for clarity in reading.		
Further Teaching Points	Provide feedback to the children about their work. Give the children an opportunity to read their work and check for mistakes with an adult.		



<p>Year: 1 Literacy Shed clip and link: https://www.literacyshed.com/something-fishy.html Clip: Something Fishy</p>	<p>Lesson objective: I am learning to join clauses using 'and'.</p> <p>Lesson Four</p>		
<p>Resources</p>	<p>4a</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Show the children the film and ask them to think about how the young lady might feel as she sees each of the washing machine creatures. Can the children name all the emotions she might be feeling? Do her feelings change? Can the children identify where her feelings might change in the story?</p>		
<p>Lesson Input</p>	<p>Before watching again, explain to the children you want to see how many things the children can remember in the clip that were inside the washing machine. Ask the children to feedback by holding up on a whiteboard something they saw in the clip. <i>Encourage children to use noun phrases where possible to describe the creatures (practised in session 2).</i></p> <p>Begin to write these down in pairs, e.g. stripy sock fish...woolly hat turtles. Ask the children what word could they write to show they saw both of these things. Ascertain the answer – using the coordinating conjunction 'and'. Then, ask the children to tell you 2 things they saw with the word <i>and</i> in the middle. Explain that the word 'and' is being used to show the reader that there is more than one piece of information. Next, ask the children to watch the clip a second time and tell you what the washing machine creatures are 'doing'. E.g. The stripy sock fish are swimming around. The blue t-shirt octopus is drifting past. The cute woolly hat turtles glide towards the surface. Can the children pick 2 and put them together to tell you what 2 of the things are doing? E.g. The stripy sock fish are swimming around, and the blue t-shirt octopus is drifting past.</p> <p>Explain that the children will be building their own sentences using 'and' to join 2 clauses. Look at the use of the comma before <i>and</i> to demarcate that they are joining two independent sentences.</p>		
<p>Independent</p>	<p>Simplify With support, children choose 2 clauses and link them together using 'and'. Children attempt to use capital letters and full stops accurately.</p> <p>Resource 4a</p>	<p>Expect Children to build sentences using the 2 clauses joined by and. Children include noun phrases, capital letters and full stops.</p>	<p>Extend Children to build sentences using the 2 clauses joined by and. Children include noun phrases, capital letters and full stops. Children could focus on other parts of the story E.g. The young lady was doing her washing and she noticed something strange.</p>
<p>Plenary</p>	<p>Show an example of a child's work. Ask the other children to point to the different clauses. Discuss the use of 'and' to join clauses that make sense on their own. Use this as a tool to check the clauses.</p>		
<p>Further Teaching Points</p>	<p>Look at other coordinating conjunctions. Explore the acronym FANBOYS as a tool for recognising them.</p>		



<p>Year: 1 Literacy Shed clip and link: https://www.literacyshed.com/something-fishy.html Clip: Something Fishy</p>	<p>Lesson objective: I am learning to sequence sentences to create a short narrative.</p> <p>Lesson Five</p>		
<p>Resources</p>	<p>5a, 5b, 5c, 5d, 5e</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Explain that today we are going to complete a short section of work using all of the skills we have been learning about so far. Look at resource 5a. Read together then ask the children to point out any of the describing words that give more information about the noun (adjectives). Next, ask the children to point out any sequencing words used in the writing. Finally, can the children identify clauses joined together using the conjunction 'and'?</p>		
<p>Lesson Input</p> <p><i>Depending on writing stamina, this may require 2 sessions.</i></p>	<p>Show the children resource 5b. Explain that this shows the children the different things that we want to make sure are in our work today. They are all of the things we have learnt this week.</p> <p>Show the children the three levels of challenge (5c, 5d, 5e). Explain that different children will have a different challenge. Watch the film, explain that the children will be retelling the story of 'Something Fishy' from the beginning to the end in the correct order.</p> <p>Encourage children to look back on the work completed this week - they have already done all the hard work!</p>		
<p>Independent</p>	<p>Simplify</p> <p>With support, children can retell a narrative using time conjunctions to order the events.</p> <p style="text-align: right;">Resource 5c</p>	<p>Expect</p> <p>Children can retell a narrative using time conjunctions to order the events. Children include detail by using noun phrases to describe.</p> <p style="text-align: right;">Resource 5d</p>	<p>Extend</p> <p>Children can retell a narrative using time conjunctions to order the events, they can include detail by using noun phrases to describe and join clauses using 'and'.</p> <p style="text-align: right;">Resource 5e</p>
<p>Plenary</p>	<p>Ask some children to read their narratives aloud to the rest of the class. Can the other children identify which challenge has been met? Look for clear, expressive, confident reading.</p>		
<p>Further Teaching Points</p>	<p>Children should check their punctuation – have capital letters and full stops been used throughout their writing? Are the finger spaces used an appropriate size?</p>		